

INSPECTION REPORT

ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

Uttoxeter

LEA area: Staffordshire

Unique reference number: 124366

Headteacher: Miss A Hewetson

Lead inspector: Mr A Portlock

Dates of inspection: 28 - 30 June 2004

Inspection number: 257749

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	149
School address:	Springfield Road Uttoxeter Staffordshire
Postcode:	ST14 7JX
Telephone number:	01889 562702
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Appropriate authority:	Governing Body
Name of chair of governors:	Fr. F Sheldon
Date of previous inspection:	4 May 1998

CHARACTERISTICS OF THE SCHOOL

St Joseph's Catholic (Voluntary Aided) Primary is a smaller than average sized school of 141 full-time pupils and 17 part-time four-year olds situated in Uttoxeter. The pupils come from the town and from surrounding villages.

The children's attainment on entry varies from year to year but is average overall. The number of pupils that have been identified as having special educational needs is similar to most schools. The number of pupils with statements of special educational need is well above the national average. No pupils are at an early stage of learning English as an additional language. Fewer than average pupils receive free school meals.

In 2003, the school was awarded a School Achievement Award and since 1998 the school has been identified as an Eco School for its environmental work. The school is part of a Catholic School's Partnership and the Staffordshire Partnership of schools and businesses.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21411	Adrian Portlock	Lead inspector	Mathematics; design and technology; physical education.
13828	Ron Ibbitson	Lay inspector	
21235	Marjorie Graham	Team inspector	Foundation Stage; English; art and design; music; special educational needs.
21190	Jane Haggitt	Team inspector	Science; information and communication technology (ICT); geography; history.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is a satisfactory school with many good features. The pupils are making good progress and achieving well in English, mathematics and science (the core subjects) because the teaching is consistently good, the curriculum is challenging and the leadership targets continuing improvement in these subjects. Some other subjects, however, are less secure in their standards and provision. The school provides satisfactory value for money.

The school's main strengths and weaknesses are:

- The pupils enjoy school and work hard. Their attitudes are positive and behaviour is good.
- The curriculum for the core subjects of English, mathematics and science is well planned, broad and interesting but this is not the case for other subjects, such as design and technology, history and geography.
- In the Foundation Stage the provision is good and the children do well: the school compensates well for the lack of a dedicated outdoor learning area for these children.
- The provision for pupils with special educational needs is good.
- Relationships in the school are good; the pupils trust the staff to help them.
- Core subject co-ordinators provide strong and effective leadership and are well supported by the teaching team but foundation subject co-ordinators do not have enough impact on raising standards in their subjects.
- Pupils do not have sufficient knowledge of how well they are achieving and the information for parents about their children's progress is limited.
- The teachers' marking and the provision of homework are inconsistent between classes.

The most significant improvements that have been made since the last inspection are in raising standards in English, mathematics and science. Provision for information and communication technology (ICT) has been improved, for example, there is now an ICT suite and staff are more competent at teaching the subject, consequently standards are rising. Considerable improvements have been made to the school's accommodation. However, the Foundation Stage accommodation is still problematic but this is being addressed.

STANDARDS ACHIEVED

The pupils are achieving well and overall standards are above average. In the Foundation Stage the children are on course to reach the expected goals and some to exceed them by the end of their reception year. The pupils are well taught and are achieving well. By the end of Year 2 and Year 6, standards are above average, pupils are making good progress and achieving well. In the 2003 national tests, the Year 2 results were well above the national average except in writing, which was below average. The standards this year are above average for Years 2 and 6. The school has worked hard at improving the pupils' writing and current standards are now above average.

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	A	A	A
Mathematics	B	C	A*	A*
Science	A	A	A	A

Key: A - well above average; B – above average; C – average; D – below average; E – well below average

Similar schools are those whose pupils attained similarly at the end of Year 2.

A - the school's results were in the top 5% nationally*

In ICT, standards are average but they are improving. Standards in geography are below average and the pupils make unsatisfactory progress

The pupils have positive attitudes to learning, respect each other and behave well. In the classroom, dining room and on the playground relationships are good. Attendance levels are well above average. **The school develops the pupils' personal qualities effectively.** There are very good opportunities for spiritual and moral development which enhance the good relationships within the school. There is good provision for social development. Cultural development is satisfactory.

QUALITY OF EDUCATION

The quality of education provided by the school is satisfactory. The teaching is consistently good throughout the school. The curriculum is satisfactory overall. In the core subjects, the teachers plan work that engages and interests the pupils. There is a good level of challenge in lessons that are often modified for different groups of pupils so that all achieve well. Consequently, the pupils apply themselves well and work hard. The teaching and curriculum in the foundation subjects is less challenging, particularly for the more able pupils.

Extra-curricular activities, particularly sports, and a range of visits, including residential visits, and visitors to the school, enhance the curriculum. The provision for pupils with special educational needs is effective. The school effectively ensures the care, welfare, health and safety of the pupils. Pupils have very good relationships with their teachers. However, procedures for informing the pupils how well they are achieving and what they need to do to improve are not developed fully enough. The school's partnership with parents is satisfactory and parents support their children well. Links with the community and other schools are good. The school and the pupils benefit from the close links with the local church and the partnership with other Catholic schools.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are satisfactory. The headteacher and subject co-ordinators have led the drive to raise standards in core subjects very effectively. The governors help to provide the strategic direction for the school. The leadership has not given sufficient attention to the development of some of the foundation subjects or to the quality of communication with all parents.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Very nearly all parents are pleased with most aspects of school life. However, a significant minority has concerns about the way that the school communicates with them and listens to their views. The pupils enjoy school and feel they are valued and very well supported.

IMPROVEMENTS NEEDED

To build on the many improvements made since the last inspection the school should:

- Provide more opportunities for foundation subject co-ordinators to support teachers in raising standards in these subjects and in providing greater challenge for more able pupils in these subjects.
- Improve the pupils' knowledge of how well they are achieving and what they need to do to improve and share this information more effectively with the parents.
- Improve the quality of the teachers' marking and the provision for homework in line with the whole school policies.
- Improve the quality of monitoring by the headteacher and staff with management responsibilities of the curriculum and teaching.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards are above average throughout the school in English, mathematics and science and the pupils' achievement is good.

Main strengths and weaknesses

- Pupils are achieving well in English, mathematics and science and in physical education.
- The children in the Foundation Stage and the pupils with special educational needs make good progress and they achieve well.
- Standards in ICT are improving rapidly.
- Standards in geography are below average

Commentary

1. The standards in English, mathematics and science, as indicated by national tests, have risen faster than in most schools in recent years. In the 2003 tests, standards in mathematics were very high compared to all schools nationally. The comparison with similar schools nationally showed that the Year 6 pupils were making well above average progress against their prior attainment in Year 2. This picture has improved significantly in the last three years.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
Reading	17.0 (17.4)	15.7 (15.8)
Writing	14.3 (14.6)	14.6 (14.4)
Mathematics	17.7 (17.1)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year

Standards in national tests at the end of Year 6 – average points scores in 2003

Standards in:	School results	National results
English	29.6 (29.0)	26.8 (27.0)
Mathematics	31.3 (27.7)	26.8 (26.7)
Science	31.3 (30.3)	28.6 (28.3)

There were 14 pupils in the year group. Figures in brackets are for the previous year

2. The inspection findings show that standards are slightly lower this year, largely due to the differences between the two cohorts. In English, the standards are above average in both Years 2 and 6. The pupils are achieving well in developing their speaking and listening skills and in reading. There are plenty of opportunities to practise and extend these skills. Standards in writing have improved and are now above average. The improvements are largely the result of the good teaching. In mathematics and science, in both Year 2 and 6, the pupils achieve above average standards, largely due to the well-planned curriculum, the quality of teaching and the management of the subject. In all these subjects the school sets challenging targets and works hard to achieve them.
3. Standards in information and communication technology (ICT) are average but are improving rapidly. The teaching is good and the pupils achieve well, but they have too few opportunities to use ICT as a tool for other subjects. Standards in most other foundation subjects are likely to be average, except in geography, where standards are below average. Two few lessons were seen

in art and design, design and technology, history, music and physical education to make a judgement overall.

4. The children in the Foundation Stage make good progress. Most children are likely to attain and some exceed the Early Learning Goals by the end of the reception year. The children's achievements are good in all areas of learning, largely due to the good teaching.
5. The school strives hard to support pupils of differing abilities. The pupils with special educational needs make good progress and achieve well because the work is well matched to their needs and support for them is of a good quality, including the support provided by teaching assistants.
6. Contributory factors to the raising of achievement in the core subjects include: effective core subject leadership and management, good teaching and learning, and good planning and assessment procedures, which are used to identify those pupils who need extra help.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, behaviour, attendance and punctuality are good. Pupils' moral, social, spiritual and cultural development is good overall.

Main strengths and weaknesses

- Pupils show good interest in lessons: they concentrate well and are keen to learn.
- Their behaviour is good in lessons and around the school.
- Relationships between pupils and among pupils and adults are good.
- Pupils are willing to take responsibility: they are confident, articulate and supportive of one another.
- Pupils show good respect for one another's feelings and beliefs.
- Attendance is well above average.

Commentary

7. Very nearly all parents believe that their children like school and enjoy lessons. The pupils say that they enjoy school and the teachers are always helpful. The pupils have good attitudes to learning and want to do well. The pupils are articulate and listen well to the views of others. They take pride in their work and are pleased with success. They co-operate well and are friendly and trustworthy.
8. Behaviour is good throughout the school in lessons, assemblies, in the dining hall and at playtimes. This reflects the views of the parents who responded to the questionnaire and attended the meeting. The school has effective systems for promoting good behaviour. Nearly all parents felt that bullying issues were quickly and effectively dealt with and pupils agreed with this. No bullying or harassment was observed during the inspection and pupils knew what they should do if it occurs. The pupils know and understand the school rules well. All pupils are well aware of how they should behave and fully understand the difference between right and wrong.
9. Relationships between pupils and adults and among the pupils themselves are good and this makes an important contribution to the pupils' learning: pupils respond to their teachers' expectations and show a good level of maturity and thoughtfulness. They are very keen to take part in school activities.
10. The school's ethos and the spiritual and moral development of the pupils are very good. The pupils show very good self-knowledge in discussions and are encouraged to think for themselves. The school is very well supported by the local church. Provision for pupils' social development is good. The pupils behave with consideration for others and have a well-

developed sense of how their behaviour might affect others. Older pupils support younger ones very well. The pupils are keen to volunteer for positions of responsibility, such as the School Council. In discussion, the pupils particularly liked the friendly atmosphere of the school and felt confident that they could ask for help at any time from any adult in the school. Staff are good role models, presenting a calm and thoughtful approach to life and the school and discussing issues with pupils during the school day. In the Foundation Stage, children achieve the goals underpinning their personal development well. However, the other pupils do not have regular personal, health and social education lessons. The school provides satisfactorily for the pupils' cultural development. The pupils have the opportunity to study their own community through many visits and activities provided for them. Very good numbers of pupils learn the recorder and take part in local musical events. Some good opportunities for developing an awareness of other cultures were seen in the Foundation stage but the opportunities to explore other cultures is more limited and underdeveloped in other parts of the school.

Attendance

11. Attendance is very high in comparison with other schools and has improved since the last inspection. The majority of pupils arrive for school in good time and no time is wasted in starting lessons. The very good attendance is due to the school's close monitoring of absences. The attendance rate would be higher were it not for some parents taking children out of school for holidays.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.2	School data	0.1
National data	5.4	National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is satisfactory overall.

Teaching and learning

Teaching and learning are good in all parts of the school. The quality of the assessment of the pupils' work is satisfactory.

Main strengths and weaknesses

- There is effective literacy, numeracy and science teaching and learning throughout the school.
- The teaching is good overall.
- Pupils with special educational needs are taught well.
- Assessment procedures do not sufficiently help the pupils to understand what they can do and what they need to do to improve: marking is inconsistent between classes.
- The monitoring of pupils' work and progress is unsatisfactory in the foundation subjects.

Commentary

12. Throughout the school, the quality of teaching is consistently good in English, mathematics and science. The analysis of the pupils' work shows that this underpins the good progress they make and their above average achievement. The teaching of speaking, listening and reading are significant strengths in English. There is consistency in the teaching throughout the school. More

able pupils are taught in a challenging and effective way. The pupils respond well to the teaching, persevering with tasks and taking a pride in their finished work. Satisfactory opportunities are provided to apply literacy, numeracy skills and ICT overall in other subjects.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	3	17	5	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

13. In the Foundation Stage, the teaching is good overall. The teaching promotes the children's independent learning through enquiry, exploration and discovery well. The assessment procedures are good and the day-to-day observations of the children's progress successfully inform the next steps in learning.
14. In English, mathematics and science, the consistency of the quality of teaching promotes the high standards. In English, the pupils make good progress, particularly in developing speaking, listening and reading. The teaching of writing has been a focus and shows improvement in standards. Grammar and spelling are well taught and pupils are eager to improve their spellings. In mathematics, the teachers have good subject knowledge and use this to develop their work in challenging and interesting ways. In science, the quality of teaching is good overall. The pupils respond well and show enthusiasm and a motivation to learn. In these subjects, the lessons are well planned. The teachers have high expectations and provide good feedback to pupils, although the marking in some classes could be better. Good relationships have been developed between the staff and pupils and this ensures that the pupils learn well and develop positive attitudes to working.
15. The needs of all pupils are well met. The school assesses the pupils' needs carefully and takes action based upon the information collected. Marking is inconsistent between classes and too often is not sufficiently evaluative and does not help pupils to know what they need to do to improve their work. Pupils with special educational needs are included in all activities and achieve as well as other pupils. Support staff, working under the direction of the class teacher, understand their role in supporting pupils in each lesson. Teachers and support staff work well together to plan activities that enable pupils to succeed and achieve their targets.
16. The core subject assessment and tracking systems help to ensure that the pupils achieve well. There are good arrangements to check what the Foundation Stage children know, understand and can do and the information is used well to plan the next steps children need to take in their learning. Throughout the school, teachers use questions effectively to assess and extend the pupils' understanding. Target setting is at an early stage of development and it is aimed much more at whole class targets, rather than targets for individual pupils. In foundation subjects only limited assessments are made and these have insufficient impact on helping to raise standards.
17. In other subjects, the new ICT suite is being used effectively and is helping pupils to make good progress. The teachers have a good knowledge of the subjects and have high expectations. Insufficient lessons were seen in other subjects to make an overall judgement.

The curriculum

The curriculum is satisfactory overall and there is a good range of after-school clubs. Accommodation and resources meet the needs of the curriculum.

Main strengths and weaknesses

- The focus on improving the curriculum for literacy and numeracy has improved standards.
- The provision for pupils with Foundation Stage children is good.
- The provision for pupils with special educational needs is good.
- The participation in sports is good.
- Curriculum development in the foundation subjects is under developed.

Commentary

18. All subjects of the National Curriculum and religious education are planned and taught. The foundation subjects, however, do not take sufficient account of the development of skills and the provision for more able pupils. This school is reviewing its policy on teaching sex education; many parents would like it taught.
19. The recent focus on improving the writing curriculum has improved standards across the school. The subject leader has undertaken leadership training in literacy and has led staff in their development of teaching writing skills to raise standards. The curriculum for the Foundation Stage is organised well with careful linking of all the areas of learning. The children receive a good grounding in the early skills of literacy and numeracy.
20. All the pupils are valued and the school makes significant efforts to ensure equality of access and opportunity for all of them. The pupils with special educational needs are supported well. The teaching assistants play a significant part in this good provision and the school has established effective relationships with outside experts. There is a whole school system for the identification of those pupils who have special educational needs and individual education plans (IEPs) are prepared for them. The IEPs have clear targets and they are used in the planning of differentiated activities to meet the pupils' individual needs in lessons. The small steps in learning are realistic and achievable. The range of support is flexible with a balance of whole class teaching, small group work and individual attention to areas of difficulty. This enables the pupils to make good progress and attain standards that reflect their individual targets.
21. The extra-curricular activities for the pupils offered by the school (sports, recorder and Spanish) are good. Visits to local museums, environmental centres, the county showground and residential visits taken in Years 5 and 6 add interest and enrich pupils' learning.
22. There is too little evaluation of the provision in the foundation subjects. Although there is provision for cross-curricular teaching and learning this tends to focus on knowledge and not the acquisition of skills, particularly in design and technology, history and geography.
23. There are sufficient teachers and support staff to meet the demands of the curriculum. The accommodation allows the curriculum to be taught but the issue from the last inspection of a designated outdoor play area has not yet been resolved. A recently completed building project will ensure there is appropriate classroom and library space for the next academic year. The new classroom will allow more appropriate provision for Year 2, the Foundation Stage and a library area that will benefit the whole school.

Care, guidance and support

The provision for pupils' care, welfare, health and safety is good. The involvement of pupils through seeking and acting on their views is good.

Main strengths and weaknesses

- Good procedures ensure that school environment is healthy and safe.
- There are good induction arrangements for pupils starting school.

Commentary

24. The effective implementation of the school's health and safety policy ensures that children have a safe learning environment. Risk assessments are done before educational visits and there has been a recent health and safety audit of the school by the local educational authority. Child protection issues are well managed by the headteacher and all staff are aware of the procedures.
25. Through the good relationships of staff and pupils and also through the recently formed school council, much is known about the children's views but there are no other formal procedures for seeking children's views. The school ensures that children new to the school are well inducted into their environment by the opportunities for parents and children to visit the school prior to starting.

Partnership with parents, other schools and the community

The partnership with parents is satisfactory overall but some parents have concerns about the communication of information and listening to parents' views. Links with the community are satisfactory and benefit children's learning, as do the good links with other schools.

Main strengths and weaknesses

- Most parents are pleased with most aspects of school life and believe that their children like school.
- A significant minority of parents has concerns about the way that the school communicates with them and listens to their views.
- There is an active and supportive Parents' and Friends' Association.
- School events, such as assemblies are well attended and the school benefits from its close links with the church.
- Pupils benefit from the good links with other, mainly Catholic schools.

Commentary

26. Parents are pleased that their children like school and that they are expected to work hard. Parents take an interest in their children's activities in school and attendance at school events is good. Parents also attend the termly consultation meetings where they discuss their children's progress with class teachers.
27. Some parents are concerned that they do not receive enough information about their children's progress and the inspection agrees that it needs to be improved. The school has recognised that it needs to provide more regular information and a new design of newsletter has recently been introduced. Class newsletters have lapsed and parents do not know what future topics children will be studying. The school is planning to set up an information notice board for parents. The school prospectus and the governors' annual report to parents both fulfil statutory requirements and are informative, although they could be more helpful to the reader. The school has previously used a questionnaire to ascertain parents' views but does not actively seek to canvass their concerns.
28. Relationships with other schools are good and children benefit from this, particularly those about to transfer to their next stage of education. Nearly all pupils transfer to the same High School and a good programme of events between the schools ensures good transfer for the pupils.

29. An association of parents is very active in raising substantial funds for the benefit of pupils. Events organised by the association are well attended by parents, staff, pupils and friends in the community.

LEADERSHIP AND MANAGEMENT

The quality of leadership and management is satisfactory overall. The leadership of the headteacher is satisfactory. Governance is satisfactory.

Main strengths and weaknesses

- The core subject leaders are knowledgeable and have increased their effectiveness.
- The monitoring and evaluation of the school's performance does not identify strengths and areas for development in foundation subjects.
- The financial planning is good.

Commentary

30. The headteacher's vision for the school has been to drive up standards in the core subjects and she has led the school forward successfully in this. This has resulted in significantly improving standards and much more consistent, good teaching and learning throughout the school. The staff have worked as an effective team to raise standards in core subjects. However, the leadership's concentration on core subjects has meant that many foundation subjects, whilst not unsatisfactory, are not being learned as well as they should in the school. In addition, communication with parents is an area needing more attention than it has received. The headteacher, governors and senior staff have a sound understanding of the strengths and weaknesses of the school; they have identified most of the areas for development specified in the inspection and have begun to address some of them. For example, the headteacher has started to send out a regular newsletter and has, this year, introduced an additional parents' meeting.
31. The deputy headteacher plays a leading role in a number of key areas of leadership and management. As literacy leader she has played an important part in raising standards. Most recently in successfully leading staff training in tackling the issue of lower standards in writing. She leads and manages well the special educational needs in the school. The role of subject leaders has improved in all subjects, but the foundation subject co-ordinators have only limited responsibility for developing their subjects and raising standards. The monitoring of the teachers' planning and teaching and their scrutiny of the pupils' work are well established in the core subjects but have little impact in other subjects. The core subject co-ordinators have a very clear understanding of the strengths and weaknesses in their subjects and are able to ensure there is a consistent approach throughout the school. In some subjects, the leaders are new to the role but all work hard to gain knowledge of the work in their subjects. The teacher in charge of the Foundation Stage is on long-term sick leave but the procedures that have been put in place are ensuring that the provision and development of the curriculum for the youngest children is working well. The leadership and management of special educational needs are good.
32. The school development plan outlines proposed developments for the current year. The school links its spending to its development plan well in providing financial support for its key priorities. There are clear budgeting procedures and careful forward planning. Subject co-ordinators produce annual action plans but these could be used more effectively in the decision making.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	338460	Balance from previous year	17815
Total expenditure	354253	Balance carried forward to the next	2022
Expenditure per pupil	2643		

33. Clear financial records are kept and all the recommendations made in the last audit report from the local authority have been implemented. The headteacher and governors have a clear strategic view of the financial implications of their educational decisions. The procedures for obtaining value for money are satisfactory.

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. The children are admitted to the Early Years Group (Foundation 1) on a part-time basis at the beginning of the term following their fourth birthday and are in the care of the early years' assistants. They transfer to the Reception class (Foundation 2) at the beginning of the school year in which they become five and are currently taught by a temporary teacher. The children's attainment on entry covers a very wide range but, on the basis of assessments carried out soon after they start, it is judged to be broadly average. Standards amongst boys and girls are similar. All the children, including those with special educational needs, make good progress. By the time they transfer to Year 1 the majority are likely to attain and a few are likely to exceed the Early Learning Goals in all the areas of learning. These standards are achieved by the good teaching.
35. During the absence of the leader, the Foundation Stage is managed well by the newly qualified temporary teacher and the experienced early years' assistants. The children are provided with a welcoming, supportive and well ordered environment. The staff have a sound knowledge of the children's stages of development and their individual needs. The teaching is good in all the areas of learning and this is an improvement since the last inspection. The explanations are clear, the questioning skills are good and the children's answers are used effectively to assess their understanding. The work is suitably challenging and the children's progress is continually tracked. The staff focus on what the children are learning and this enables them to assess what has been achieved and to plan the next steps that have to be taken.

PERSONAL, SOCIAL AND EMOTIONAL EDUCATION

The provision is **good**.

Main strengths and weaknesses

- The children make good progress because the teaching is good.
- The staff value the children, understand their individual needs and develop their confidence.
- There are carefully planned opportunities to develop the children's independence.

Commentary

36. The children achieve well in all aspects of this area and most are likely to attain the Early Learning Goals by the time they enter Year 1. Before they start school there is a programme of visits and talks for parents when the organisation is explained. This helps the children to become more confident about embarking on this very important stage of their life and they settle quickly into the carefully organised routines. There is a range of activities that require the children to make decisions and to take responsibility. This is an effective feature of the organisation and management of the Foundation Stage as it supports the development of the children's independence and raises their self-esteem. They are encouraged to voice their likes and dislikes, share and take turns. The children respond well and develop positive attitudes. They learn to work together, become aware of other children's feelings and in understanding the consequences of their actions.

COMMUNICATION, LANGUAGE AND LITERACY

The provision is **good**.

Main strengths and weaknesses

- The children achieve well because the teaching is good.
- The staff encourage and develop the children's spoken language, listening and early reading and writing skills well.
- Sharing and using books are linked well to the different activities.

Commentary

37. This area of learning is managed well with carefully planned and supervised activities as well as opportunities for independence. The children achieve well and most are likely to attain the Early Learning Goals by the time they enter Year 1. When they start Foundation 1 many of the children play alongside their classmates rather than being involved in conversations with them but their skills of speaking and listening are developed well in adult directed activities. This is evident in discussion times when the children are encouraged to ask and answer questions about topical and personal issues. They listen carefully to the adults and the other children and this is an improvement since the last inspection. During imaginative play they adapt their speech and mannerisms to the characters they are portraying. The children are keen to learn to read and their early reading skills are developed through the sharing of books and stories. The staff provide advice for the parents about how they can use books at home to support their children. When they share the reading with adults they predict the events and at the end they recount the sequence of the story. Through the phonics sessions they learn the letters of the alphabet and the sounds that they make. Some use this information when they read unfamiliar words or when they are writing and need to decide how to spell. This was evident when they were completing booking forms in the 'travel agent's shop'.

MATHEMATICAL DEVELOPMENT

The provision is **good**.

Main strengths and weaknesses

- The quality of teaching is good and the children achieve well.
- There are carefully planned opportunities for the children to solve practical problems and to begin to calculate.

Commentary

38. The children achieve well and most are likely to attain the Early Learning Goals by the time they transfer to Year 1. There is a good range of opportunities for developing mathematical skills and this is an improvement since the last inspection. The children learn the correct mathematical vocabulary in stories, rhymes and games and enjoy using it as they count, match, sort and order objects according to shape, size, weight and colour. When they pour, weigh and measure in the sand and water trays they use the correct language for capacity and weight as well as describing shape and size. The role-play activities in the home corner and travel agent's shop are exploited effectively to develop the children's knowledge and understanding of length, mass and volume and the identification of shapes and of positional language. When they throw, kick and catch bean bags and balls and propel the wheeled toys they use the correct mathematical vocabulary for distance and direction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

The provision is **good**.

Main strengths and weaknesses

- The children achieve well because the teaching is good.
- There are carefully planned opportunities for the children to explore, experiment and use their senses.
- There are good opportunities for the children to learn about their environment.

Commentary

39. The children take part in a wide range of carefully planned sensory experiences and this is an improvement since the last inspection. They make good progress in learning about why things happen, how things are made and why changes occur and most are likely to attain the Early Learning Goals by the time they transfer to Year 1. There are well thought out opportunities that give the children the confidence to investigate the grounds and the local area. The visits are used effectively to support all the areas of the learning. The current mini beast hunt is used effectively as the children investigate and use microscopes and magnifying glasses and record their observations in drawings and large scale collage. In connection with the stories they are reading about India, the children investigate the changes that occur to the ingredients when they are mixed to create Barfi sweets. Through these investigations and when discussing making the wrapping papers for the sweets they learn mathematical language when they discuss the shape, size and number required. They develop an understanding of past and present by looking at photographs and observing the changes to the appearance of people and places that occur over time. Through taking part in events, such as Christmas, Diwali and the Chinese New Year, the children begin to appreciate the variety of religious and cultural beliefs and celebrations. The children solve simple problems by making and modifying models. They use a variety of construction kits to make decisions about the ways of joining parts. When they create collages and models they are sensible about the safety rules for using scissors and glue. When they use the computer they operate the mouse and become increasingly confident in clicking on icons when using programs. The staff are skilled at questioning and they use the children's answers effectively to assess their understanding and to move the learning forward. This gives the children the support they need to develop the confidence to question and to think for themselves.

PHYSICAL DEVELOPMENT

The provision is **good**.

Main strengths and weaknesses

- The quality of teaching is good and the children achieve well.
- There is no enclosed outdoor area but the staff provide good opportunities for the development and extension of the children's physical skills.

Commentary

40. The activities are planned carefully and the children are challenged effectively and this is an improvement since the last inspection. They make good progress and by the end of the

Foundation Stage most are likely to attain the Early Learning Goals. The children develop their manipulative skills well. They use small equipment such as scissors and brushes, connect and assemble jigsaws and construction kits and control the computer cursor. Through these activities they develop the hand-eye co-ordination and pencil control needed to write letters and numbers. They use tools carefully as they dig and fill containers in the sand and water trays. There is no enclosed outdoor area but the staff compensate effectively for this by carefully organised sessions in the school yard and hall. The equipment is organised well for the children to gain control of their bodies. The children learn to run, climb, push, pull and balance. When they use the wheeled toys they demonstrate control as they change speed and direction. The children learn to be aware of space and of their own safety and the safety of others. They develop the skills of throwing, catching and kicking and they also use mathematical language as they talk about speed, shape, size, direction and the position of their bodies and the equipment.

CREATIVE DEVELOPMENT

The provision is **good**.

Main strengths and weaknesses

- The children achieve well because of the good teaching.
- There are good opportunities for role-play to stimulate and develop the children's imagination.
- A good range of materials is available and easily accessible for the children to use to explore with all their senses.

Commentary

41. The children develop their observational skills through what they see, hear, smell, touch and taste. They make good progress by expressing their feelings in activities such as drawing, painting, modelling, role-play and music making and the staff encourage their imagination and creativity. By the time they transfer to Year 1 most are likely to attain the Early Learning Goals. The activities are worthwhile and carefully planned and supervised and this is an improvement since the last inspection. The staff ensure that the children learn how to use and control the materials well and this helps them to gain an awareness of shape, pattern and colour. They enjoy the opportunities for imaginative play and they are provided with a range of equipment for the house and the travel agent. When they use the small world equipment they create conversations and these activities are a rich source for language development as the children adopt the voices and mannerisms of the characters. There are frequent opportunities to sing and music is often chosen to support other areas of learning such as number and action rhymes.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above the national average by the end of Year 2 and Year 6.
- Pupils of all abilities achieve well.
- Teaching is good.
- The teaching assistants play a significant part in the good provision.

- The subject is managed well.
- Pupils use their literacy skills well in other subjects.

Commentary

42. Standards are above average in Years 1 and 2 and this is an improvement since the last inspection. In the 2003 national tests for Year 2 the standards in reading were above the national average and in line with those attained in similar schools. Inspection evidence indicates that these high standards are being maintained. In writing the standards were below the national average and well below those attained in similar schools. Inspection evidence indicates that these standards are improving. In the 2003 national tests for Year 6 the standards in English were well above the national average and well above those in similar schools. Inspection evidence indicates that these high standards are being maintained.
43. The Foundation Stage children make good progress and enter Year 1 performing in line with the national expectations in communication, language and literacy. The good progress is built on effectively and the pupils achieve well.
44. Throughout the school the pupils with special educational needs make good progress and attain standards that reflect their individual targets. These pupils benefit from a balance of whole class teaching, small group work and individual attention to their areas of difficulty. The teaching assistants' effective guidance and support play a significant part in this good provision. The school has used effectively the National Literacy Strategy intervention programmes such as the Early and Further Literacy Support materials and methods.
45. Standards in speaking and listening are above average by the end of Year 2 and Year 6. The majority of the Year 6 pupils have well-developed speaking skills and use interesting language with complex sentences. They listen carefully to their teachers and the other pupils. This was evident in a good Year 5/ 6 lesson where the pupils were studying the book ' I am David'. They were analysing the author's style and the techniques employed to describe David's character and discussing how they could use some of the ideas to improve their own writing. Most of the pupils think carefully when they answer questions, explain their point of view and justify their answers and opinions in a mature way.
46. Standards in reading are above average by the end of Year 2 and Year 6. The Foundation Stage children are introduced to a structured reading programme supported by the systematic teaching of phonic skills. By the end of Year 2 most pupils read accurately with increasing fluency and all enjoy books and stories. By the end of Year 6, the pupils are independent and enthusiastic readers who explain why certain books appeal to them. They use books and computer programs for research and to support their work in other subjects such as science, geography and history. Through the younger pupils' home-school books and the older pupils' diaries the teachers and the parents are provided with information about progress, suggestions about how the children can be supported with any difficulties and with guidance for the next stage.
47. By Year 6 standards in writing, including spelling, are above average. The National Literacy Strategy has influenced the organisation of lessons and this is having a positive impact on the development of the pupils' knowledge of grammatical structures and the processes of writing in different styles for different purposes. The pupils in Year 2 develop their ideas into a sequence of punctuated sentences and begin to use connecting words effectively to join ideas and to create sustained writing. By the end of Year 6 the pupils organise their writing well. They prepare an initial draft of their work and edit it to clarify their thoughts through their writing. They write narrative, arguments, factual pieces and poetry. There is ample evidence that the pupils are given a range of opportunities to use their writing skills in other subjects. There are some

good examples of this in Year 3 studies of Victorian England when they write letters as if from a child in the workhouse.

48. The vast majority of the pupils have positive attitudes to their learning and they enjoy their lessons. They are very well behaved and try to do their best at all times. During discussions, they are attentive, make relevant contributions and respect the ideas and opinions of others. They are clear about the teachers' high expectations of their work and their behaviour. The subject makes a good contribution to their spiritual, moral, social and cultural development as they begin to understand the power of words to create moods and atmosphere, to pose questions, create arguments and encourage empathy.
49. Five lessons were observed with very good teaching in one of them and good teaching in the others. The members of the support staff play a significant part in this. All the members of staff have a good knowledge and clear understanding of the subject. The work is planned carefully and the teachers explain clearly what they want the pupils to learn. The lessons are organised well, presented imaginatively and the work is suitably challenging for all ability levels. The teachers use their questioning skills effectively to establish the pupils' understanding and then use the answers effectively to support and extend the learning. At the end of lessons the pupils are given opportunities to discuss what they have been doing but the teachers do not involve them in discussing or reviewing their learning.
50. The subject is managed well and the co-ordinator checks the quality of teaching and learning by observing lessons, looking at the plans and the pupils' books and analysing the results of the internal and national tests. All the teachers mark the pupils' work regularly and offer praise but the quality of the marking is variable. There are examples of good marking where the teachers' give the pupils advice about how their work can be improved. The assessment of the pupils' progress is used to plan future work for all ability levels but the targets are set for the whole class. The pupils are not involved with the setting of targets for reading and writing that reflect what is needed to help individuals to improve or give guidance about the next steps in learning.
51. The school's resources are satisfactory, with a suitable collection of reading scheme and other fiction books. There is satisfactory range of reference books but the lack of a space for a library restricts the pupils' opportunities for independent research or browsing. Throughout the school, the pupils make good use of ICT for research and by word processing to enhance their written work.

Language and literacy across the curriculum

52. The pupils use their literacy skills well to support work in other subjects. Their skills in speaking and listening are used across the curriculum in support of discussions in class sessions and in groups in subjects such as mathematics and science. Pupils are encouraged to retrieve and collate information from a range of sources to support science, history and geography topics and their writing skills are developed well in most of the subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Year 2 and 6 pupils achieve above average standards overall.
- Pupils of all abilities achieve well by the time that they leave the school.
- The teaching and learning are good overall; teachers have high expectations.
- The use of assessment information needs to identify more effectively what the pupils need to do to improve.

- The subject is managed well.

Commentary

53. By the time that they leave the school, the Year 6 pupils achieve above average standards overall. Pupils of all abilities achieve very well and there are no significant differences in the attainment of boys and girls. Year 6 pupils have attained very high standards (the top five per cent of schools nationally) in national tests. This is largely due to the consistently good teaching that the pupils receive. The needs of all pupils are met. The school assesses the pupils' needs carefully and takes appropriate action based upon the information collected. However, the targets for improvement are whole class based rather than individualised targets, and marking is inconsistent. These factors limit the information that the pupils have in helping them to understand what they need to do to improve their work.
54. The pupils' skills in using number are above average and they use their knowledge well. In some classes the pupils are challenged to solve number problems mentally at speed. Opportunities for the pupils to develop their thinking skills when carrying out investigations and other work vary between classes.
55. Teaching is good overall. The consistency in the quality of teaching is particularly seen in the pupils' work. The work is well planned and the pupils respond to it well. A good range of work is covered. In the work and in lessons the teachers have good subject knowledge and use this to develop their work in very challenging and interesting ways. Good relationships have been developed between the teachers and pupils and this ensures that the pupils learn well and develop positive attitudes to working. In all lessons, the pupils persevere with their work and work well with other pupils.
56. The pupils with special educational needs make good progress and achieve standards that reflect their individual targets. The teachers use a good range of strategies to meet their needs mostly within the classroom.
57. The subject co-ordinator provides strong leadership and the staff work as an effective team. There have been opportunities to monitor the teaching and learning and this is a factor in ensuring the consistency of teaching throughout the school. The use of ICT is developing in supporting the subject. Computers are increasingly being used in the ICT suite to support and enrich the pupils' learning and the pupils, from the youngest upwards, are becoming confident users of these resources.

Mathematics across the curriculum

58. There are some good examples of numeracy being used in other subjects, particularly in literacy, and science, although these are not often planned for. The pupils have opportunities for measuring, handling data and using number. Overall, there are too few planned opportunities for the pupils to use and develop their mathematical skills in other subjects.

SCIENCE

Provision in science is **good**

Main strengths and weaknesses

- Standards in science are above average and the pupils achieve well.
- Assessment procedures are firmly in place and feed into planning
- The school has access to good resources and is an active ECO (environmental) school.
- The subject leader has a good subject knowledge and expertise and supports colleagues well.

Commentary

59. Standards in science at the end of Years 2 and 6 are above average. The quality of teaching is good and pupils make good progress in lessons and achieve well. Investigations using the school grounds and on visits to other areas provide pupils with good first-hand experiences.
60. In a Year 4 class, the pupils were investigating food chains and the pupils demonstrated their initial knowledge of food chains by eating bread and then establishing a chain from 'producer to consumer'. The activities then challenged groups to investigate food chains of other animals and plants using card games and colourful sticker packs that provided information for discussion and decision.
61. The teaching was successful because of the clear explanations and instructions of the teacher and the effective organisation of mixed ability groups enabling peer support and the good match of activity to pupil level of interest. The pace of the lesson was good and the pupils made good progress with their knowledge and understanding. The teaching assistants worked well with the teachers to support individuals and small groups.
62. The science curriculum is well linked to the art and design and design and technology allowing for natural links to occur which enhance and extend pupils' learning. For example, Year 1 work on habitats and mini beasts has led to observational drawings of good quality and discussion with pupils on line, tone and shape. This progressed to painting and mixed media work on the same theme.
63. The subject leader has a clear understanding of the progression of science throughout the school and supports colleagues well with planning and resources. The partnership high school has good science resources for feeder primaries and the subject leader ensures that the school has access to these.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- The new suite and networked classrooms has improved provision since the last inspection.
- The school has good resources.
- The development of teachers' knowledge and growing expertise is good.
- Assessment procedures are not yet firmly established.
- Monitoring and evaluation does not yet have a sufficiently clear focus on the standards achieved.
- The ICT plan does not reflect the changing needs of the school.

Commentary

64. Standards in Years 2 and 6 are in line with national expectations. The quality of teaching is good overall, including support from skilled teaching assistants. The development of staff knowledge and skills in ICT is good and was observed in lessons seen during the inspection.
65. In a Year 2 lesson, the pupils quickly and skilfully logged on, accessing the internet to find the information they wanted about the liturgical colours of the Church Year. They were able to access several pages of the web site searching for particular facts and then recording them on a prepared sheet. The pupils worked confidently and co-operated well with their partners. The

pupils worked in pairs of mixed ability and were able to support one another with difficult reading.

66. In Year 6, the pupils showed good knowledge and skills and were confident with ICT when using the transition work with the high school. They were challenged to prepare a power point presentation of themselves for Year 7 as part of the personal and social education and induction process. All pupils had planned the content and were learning to access background, font, colour, insertion of images and animation. The pupils stored their ICT work in folders on the networked system but also recorded work and useful web sites in their own books. The pupils throughout the school talked confidently about their skills and the uses of ICT.
67. Resources for ICT are good in the suite with both black and white and colour printers available. The classrooms are networked but as yet there are no computers to support daily classwork.

Information and communication technology across the curriculum

68. The use of ICT in other subjects is satisfactory and there is evidence of its use across the school in most areas. Work on display showed word processing used in English, painting programmes in art, computer generated graphs in literacy, science, maths and geography and the use of a program to create leaflets and cards in religious education.

HUMANITIES

69. No **history** lessons were seen during the inspection. Work in pupils' books indicates that standards are in line with national expectations. In discussion, Year 2 pupils showed that they have an understanding of chronology based on their own life experience, have a knowledge about the past and can discuss famous people, such as Guy Fawkes, and are able to talk about differences between past and present. They recall a topic on toys and are able to compare modern, plastic toys with older, wooden toys, stating which they thought were better and why.

GEOGRAPHY

Provision in geography is **unsatisfactory**.

Main strengths and weaknesses

- The use of the local area and beyond, including residential visits, enhances the pupils' understanding.
- Standards are below national expectations and pupils not achieve as well as they should.

Commentary

70. Pupils in Year 6 are not proficient in their knowledge and understanding of places and environments in various parts of the world. They do not have a secure understanding of how human and physical processes can change the landscape. Pupils in Year 2 and 6 lacked suitable geographical terminology to describe the work they had covered. However, there were some examples where the good teaching ensured that the pupils gained a clear understanding of how changes affect the lives of local inhabitants. In a Year 5/6 lesson, the pupils discussed topical geographical views held by people about changes to the locality. They sensibly discussed the proposal to have a new cinema and bowling alley in the town and enjoyed

putting forward different points of view. From this they learned that not everyone shares the same opinions and that changes affect people in different ways.

71. Teaching of geography seen in Years 3 to 6 was satisfactory overall with one good lesson. The subject manager has limited experience of the role and recognises there is a need for training in this area. As the subject leader also leads history more time has been spent in that area auditing and re-organising resources. There has been no subject development for some time in geography and there are no assessment procedures in place yet.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72. Too few lessons were seen in art and design, design and technology, music and physical education to judge the overall quality of provision for these subjects. Inspectors discussed the work with teachers, subject co-ordinators and pupils. The pupils' work, where available, was analysed, including work on display. These subjects promote the pupils' personal development well by providing them with the opportunities to explore values and interpret and express ideas. The subject leaders have clear ideas about how their subjects can be developed and standards raised further. They check on the quality of what the school provides and how the pupils perform by looking at the plans and work samples but there have been no opportunities for them to observe lessons. There are no formal assessments of the pupils' progress and no whole school system to record their acquisition of key skills.
73. In **art and design** the evidence indicates that the standards are similar to those expected nationally. All the pupils make satisfactory progress and standards amongst boys and girls are similar. The teachers give the pupils a wide range of experiences to develop their knowledge and their skills and to explore and develop their own ideas. The pupils investigate and use a variety of tools, techniques and media such as pencils, paints, clay, weaving, printing and fabric collage to communicate their ideas. They use their skills to illustrate their work in other subjects, such as English, history, geography and science. The Year 5/6 pupils' paintings were inspired by the book 'I am David' and illustrate some of his experiences in a concentration camp during the Second World War. The pupils develop their observational skills by drawing and painting portraits, landscapes and buildings. They develop their knowledge of colour, texture, pattern, line, tone, shape and form and how to combine them in different ways. They show increasing attention to detail and experience a range of media. The pupils are developing their knowledge of the possibilities and limitations of different types of paints and techniques. Their sketches demonstrate their understanding of proportion and perspective. The teachers make appropriate use of art and design to promote the pupils' cultural development. Much of this is through studying the work of famous artists, such as Monet and Kandinsky, and producing their own pictures and collages in their styles.
74. In **design and technology**, all classes carry out a planned programme of study linked to national guidelines. From the completed work seen in Year 3, the teachers have set high expectations and pupils take a pride in their work. For example, in Year 3, the pupils researched, designed and constructed model 'moving monsters' using pneumatics to control the movement and photograph frames. The quality of the work was good. The completed models show the care and thought that the pupils took in making them. However, the work was too teacher directed and did not allow the pupils to develop their thinking skills sufficiently. The work recorded in the books indicates that the pupils are not challenged sufficiently and aspects of the work, for example the pupils' evaluation of their work, lacks depth. The Year 6 pupils, while equally keen and articulate, lacked knowledge and understanding of the subject. The school is aware that whilst they are equipped to develop control aspects of the subject ICT it is not happening as fully as they would like. This is being addressed with the links with a secondary school. The subject co-ordinator is well informed of what is being taught, but needs to develop a clearer view of the standards being achieved.

75. In **music**, the evidence indicates that the standards are similar to those expected nationally. All the pupils make satisfactory progress and standards amongst boys and girls are similar. The pupils were heard singing in one lesson. They increase the repertoire of songs they have learned from memory and practice to help them to improve the quality of their singing. In the lesson observed, they sang with clear diction, accurate pitch and gave attention to phrasing and expression. They are able to follow a beat and respond to changes in rhythm. This was evident when they were creating a percussion accompaniment to a traditional song. They learn about music created by a range of composers and the ways in which mood and atmosphere are created. The plans show that, throughout the school, there are a variety of approaches and appropriate activities to support the pupils in developing their skills in singing, playing and appraising their own work and the work of others. The teachers make appropriate use of music to promote the pupils' spiritual and cultural development. Much of this is through studying the work of famous composers and linking with other curriculum areas, such as music from other times and other places in history and geography studies. All the pupils have the opportunities to sing and play recorders and to perform in the Christmas concerts, school assemblies and celebration of the Mass. Some of the singers and recorder players take part in the local and county music festivals.
76. In the two **physical education** lessons seen, the pupils achieved above average standards and they achieved well. The well-planned curriculum meets all aspects of the National Curriculum and there is a good range of activities provided outside lessons to enhance this. Year 4 pupils have swimming lessons at a local swimming pool. Very nearly all pupils attain the expected level of competence by the time that they leave the school but there are no opportunities for pupils not achieving the expected level to attend further lessons. In an outdoor athletics lesson, the Year 4 pupils achieved well at a range of activities. Pupils had good opportunities to run, jump and throw and extended their skills with many demonstrating a good level of performance. Year 2 pupils were developing their football skills in sending and receiving a ball. In both lessons, the pupils worked enthusiastically with their partners and in groups. In these lessons, the teachers demonstrated very good subject knowledge, planned thoroughly and had high expectations of the quality of the work. They made it very clear to the pupils what they had to do to improve their work. This allows the pupils to feel comfortable to explore and develop their own skills. Overall, the pupils enjoy their work and get involved well in the wide range of activities. The subject is managed well and there are appropriate and useful plans. The good out-of-lesson activities enhance the pupils' learning and the school takes part in a variety of sporting events and matches.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

77. No lessons were seen in personal, social and health education and, therefore, it is not possible to make an overall judgement about provision. All classes have lessons in personal, social and health education but these are not regularly timetabled but are provided as and when the teacher decides. The pupils are helped to understand the importance of respecting other people's feelings and values. This is developed through specific personal, social and health lessons and assemblies but most of all through the way all staff relate to the pupils and are effective role models. The school gives the pupils opportunities to develop their awareness of the responsibilities of living in a community. Through this, the pupils are helped to develop a clear sense of fairness and to support each other.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
The leadership of other key staff	4
The effectiveness of management	4

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).